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## ABSTRACT

As the Colorado Student Assessment Program (CSAP) has expanded, growing to 26 tests in 8 grades by 2002, new administration procedures have been needed. As these test administration procedures evolved, they were communicated through different avenues. This document consolidates the procedures to facilitate better understanding and more consistent application. All public school students enrolled in the grades tested must be accounted for in the CSAP. A large part of the manual is devoted to explaining how to handle special situations so that all students can participate meaningfully in Colorado's state testing program. The manual contains a list of Colorado Department of Education contacts and a list of important CSAP dates. Information is grouped into these sections: (1) "Responsible Practices throughout the Assessment Process"; (2) "Administration"; (3) "Accommodations"; (4) "CSAP and Students with Disabilities: Which Test Should They Take?"; (5) "English Language Learners"; (6) "CSAP Administration of Students with Special Circumstances"; and (7) "CSAP Reports." An appendix contains some additional information about testing conditions and practices. (SLD)

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# COLORADO

Student Assessment Program

ED 460 972

2001-2002 Procedures Manual

for

The Colorado Student Assessment Program

Published by

The Colorado Department of Education

Student Assessment Unit



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# Purpose

As the Colorado Student Assessment Program (CSAP) has expanded from 1997 (2 tests in 1 grade) to 2002 (26 tests in 8 grades), several new administration procedures have been needed and subsequently developed. As these test administration procedures evolved, they were typically communicated through a variety of different avenues, such as CSAP Updates, administration manuals, messages sent to the Assessment Listserv, and publications from the CDE Special Education Unit, among others.

The CDE Assessment Unit staff realized it was time to consolidate these procedures into one document to facilitate better understanding and more consistent application of procedures by those involved in CSAP administration. Our intent in presenting CSAP procedures in this manner is to communicate statewide about appropriate, standardized test administration practices, so that all students, schools and districts will have a level playing field. Additionally, such a document presented an opportunity to familiarize readers with responsible assessment practices, both as they relate to test administration and as they relate to the use and interpretation of test results.

One of the most important messages about CSAP procedures is that “ALL means ALL,” which means that all public school students enrolled in the grades tested must be accounted for in the CSAP. Recognizing that students have many different needs and circumstances, a large part of this manual is devoted to answering the question, “How do we appropriately handle special situations so that all students can participate meaningfully in Colorado’s state testing program?”

This manual has been prepared for all CSAP assessment administrators, teachers, school specialists, principals and district assessment coordinators, as well as other interested groups. It includes information about the following topics: CDE contacts, CSAP dates for 2001-2002, responsible assessment practices, administration guidelines, use and documentation of accommodations, special considerations for students with disabilities, special considerations for English Language Learners, test administration for students with a variety of special circumstances, and an overview of CSAP reporting practices.

# Colorado Department of Education Contacts

## CSAP

Contact	Unit
<b>Carolyn Haug</b> Director 303.866.6664 haug_c@cde.state.co.us	Student Assessment
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## English Language Learners

<b>Flora Camejos-Lenhart</b> Director - English Language Acquisition 303.866.6758 lenhart_f@cde.state.co.us	English Language Acquisition
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## CTB/McGraw-Hill

<b>CTB Help Desk</b> 1.800.994.8557	
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## Important CSAP Dates - School Year 2001-2002

December 3	Demonstration Materials Delivered to Districts
December 7	Student Data Files for Pre-Coded Labels to CDE
January 9	Delivery of Coordinator Packets & Grade 3 Test Administration Manuals to Districts
January 21 – 31	District Coordinator Training Workshops
January 31	Delivery of All Other Test Administration Manuals to Districts
February 5	Delivery of Grade 3 Reading Test Materials to Districts
February 18 – March 1	Testing Window for Grade 3 Reading
February 26	Delivery of all other Test Materials to Districts
March 6	Anchor Paper Review for Grade 3 Reading
March 11–20	Hand-scoring of Grade 3 Reading Tests
March 11– April 12	Testing Window for: Grade 3 Writing, Grades 4-10 Reading/Writing, Grades 5-10 Mathematics, Grade 8 Science
April 1–5	Anchor Paper Review for New Constructed Response Items
April 22 – June 15	Hand-scoring of Constructed Response Items
May 1	Delivery of Grade 3 Reading Printed Reports
June 3 – 6	Review of Performance Level Cut-Scores and Writing Descriptors
June 11 – 12	Colorado Scoring Conference
July 24	Delivery of Electronic Data Files to Districts
August 8	Printed Reports Delivered to Districts



# **Responsible Practices Throughout the Assessment Process**

## **What Are Some of the Appropriate and Inappropriate Practices in the Administration of the CSAP and Interpretation of CSAP Results?**

The following information is provided to illustrate professionally responsible (i.e., ethical) practice in educational assessment for use by all individuals engaged in the administration, interpretation, and use of assessments in the Colorado Student Assessment Program (CSAP), and in the reporting of results from these assessments. These individuals include, but are not limited to, classroom teachers, principals, school psychologists, superintendents, district staff, State Department of Education staff, and educational research and policy professionals. This information is adapted from the general principles of test use as set forth in the Standards for Educational and Psychological Testing by the American Educational Research Association (AERA), American Psychological Association (APA), and the National Council on Measurement in Education (NCME) (1985) and the Code of Professional Responsibilities in Educational Measurement by the National Council on Measurement in Education (1995).

The principles are intended to provide guidance for determining whether or not a practice related to the administration or use of CSAP results supports the integrity of the assessment process and the reliability and validity of inferences made from those assessments.

Part I of this discussion provides the general principles of responsible assessment practice. The guidelines are the professional standards to which all those involved in the assessment process should refer in determining what practices are appropriate and what practices are unprofessional, unethical, and/or inappropriate.

In Part II, this discussion of responsible assessment practices focuses on concrete examples of ethical and unethical practices in the administration of CSAP.

Part III provides examples of appropriate and inappropriate uses and interpretation of CSAP results.

## **I. General Principles of Professionally Responsible Practice**

In monitoring practices related to administering the CSAP and interpreting or using its results, each district shall use, but not be limited to, the following standards for determining what practices are appropriate and what practices are unprofessional, unethical, and/or inappropriate:

**Note:** Due to the complex nature of a standardized assessment process, any practice not specifically permitted should be presumed inappropriate until and unless specifically authorized by the program sponsor (in this case, CDE).

### **Preparation<sup>1</sup>**

Assessment preparation activities are unethical or unfair if they involve directly teaching specific concepts simply because those concepts will be included in an assessment procedure, unless that procedure is part of an instructional cycle and was specifically designed to assess a limited body of content.

- **The preparation helps students better demonstrate what they know.**

The intent of assessment preparation should be to help make sure that a test does not interfere with students' demonstration of their knowledge because, for example, students do not know how to indicate their responses to assessment questions.

- **The preparation assists in aligning curriculum and instruction to concepts that will be tested.**

Aligning curriculum and instruction to standards to ensure that major concepts are taught is good educational practice.

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<sup>1</sup> *Illinois Code of Professional Conduct for Ethical and Fair Assessment Practices in Education*, 1995 [on-line], November 20, 2001 [http://www.gower.k12.il.us/ASSESS/9\\_apdx3.htm](http://www.gower.k12.il.us/ASSESS/9_apdx3.htm)

<b>CSAP Administrators Shall:</b>	<b>Those Who Interpret, Use, and Communicate CSAP Results Shall:</b>
Maintain security of the CSAP assessment materials before, during, and after the assessment	Avoid making (and actively discourage others from making) inaccurate reports, unsubstantiated claims, inappropriate interpretations, or other false or misleading statements that can lead to false or misleading conclusions about assessment results
Thoroughly review the CSAP Administration Manual prior to testing and understand the procedures needed to administer the assessment	Avoid any practice that provides an interpretation or suggests uses of assessment results without due consideration of the purpose(s) of the assessment, limitations of the assessment, examinee characteristics, any irregularities in administering the assessment, or other factors affecting the results
Avoid any conditions in the preparation and administration of the assessment that might invalidate the results	Communicate assessment results in an understandable manner, including proper interpretations and likely misinterpretations
Ensure that any eligible student is not excluded from the CSAP	Avoid any practice that supports or leads others to interpret or use assessment results in unethical or inappropriate ways
Provide and document all allowable accommodations for administration of the assessment to anyone eligible	Avoid any practice that permits employees or volunteers without the necessary knowledge and skills to interpret results of the assessment
Provide reasonable opportunities for examinees to ask questions about assessment procedures or directions <b>prior to and at prescribed times</b> during the administration of the assessment	Report any apparent misuses of assessment information to those responsible for the assessment process in the school, district, and state
Protect the rights to privacy and due process of all examinees	Avoid any practice that places at risk/violates confidentiality of individually identifiable information
Avoid actions or conditions that would permit or encourage individuals or groups to receive scores that misrepresent their actual levels of achievement	Use multiple sources and types of relevant information about persons or programs whenever possible in making educational decisions

## II. Practices in Preparation for and Administration of CSAP

Examples of ethical and unethical practices are provided below to illustrate the standards and principles of professionally responsible practices in the administration of the CSAP. An unethical assessment practice is anything that would knowingly and deliberately harm a child or will not support or enhance student learning, such as teaching the specific content from an assessment instrument. Teaching a specific test does not enhance student learning, whereas, developing a curriculum based on the Colorado Model Content Standards is appropriate. These Standards provide the skills and knowledge that will be tested.

Activity/Behavior	Is This An Ethical Practice?	
	Yes	No
Preparing students for the assessment of their achievement of standards by aligning curriculum and instruction to district content standards	<input checked="" type="checkbox"/>	
Making changes in instruction that enhance student skills, learning, and achievement	<input checked="" type="checkbox"/>	
Using CSAP released items for professional development purposes and as examples in the classroom	<input checked="" type="checkbox"/>	
Using CSAP released items for instructional planning purposes	<input checked="" type="checkbox"/>	
Using CSAP released items to familiarize students with the different formats of items on the assessment and how to indicate responses	<input checked="" type="checkbox"/>	
Sharing an actual CSAP test instrument with a child's parents who request, in writing, to see the actual assessment that was administered [NOTE: This is allowed ONLY under controlled conditions in the District Assessment Coordinator's (DAC) office with the DAC present after the student has taken the assessment; under no circumstances may the parent be alone with, remove the test from the room or, reproduce it in any way]	<input checked="" type="checkbox"/>	
Increasing student motivation to do their best on the assessment through appeals to students, parents, and teachers	<input checked="" type="checkbox"/>	
Familiarizing students with test-taking strategies	<input checked="" type="checkbox"/>	
Setting a testing schedule that provides students with the maximum amount of time that is allowed on the assessment	<input checked="" type="checkbox"/>	
Setting a testing schedule that provides make-up days for students who missed part of the assessment	<input checked="" type="checkbox"/>	
Reporting any violations of the prescribed CSAP administration conditions to appropriate persons in the school, district, and state offices, if they occur	<input checked="" type="checkbox"/>	
Developing curriculum based on the content of CSAP		<input checked="" type="checkbox"/>
Preparing instructional objectives based on specific CSAP items and teaching accordingly, rather than developing instructional objectives based on the content standards		<input checked="" type="checkbox"/>
Sharing an actual CSAP test instrument in a public forum, which is a violation of test security and could invalidate student results		<input checked="" type="checkbox"/>
	Is This An	

Activity/Behavior	Ethical Practice?	
	Yes	No
Copying reading passages, constructed response items, writing prompts, and/or student responses from an actual CSAP assessment for use in instructional planning, classroom instruction, or assessment		<input checked="" type="checkbox"/>
Preparing a student study guide, or classroom tests, that are based solely on items from CSAP assessments, such that they may be considered comparable or alternate forms of CSAP		<input checked="" type="checkbox"/>
Making a copy of the CSAP and/or preparing a student study guide based on the items on a particular assessment		<input checked="" type="checkbox"/>
Copying the vocabulary words from CSAP test items, reading passages, or writing prompts (as opposed to words from the test "Directions"), and using them as the basis for or incorporating them into language arts instruction		<input checked="" type="checkbox"/>
Presenting items verbatim or paraphrased from the assessment to be given		<input checked="" type="checkbox"/>
Knowingly deviate from the prescribed administration procedures specified in the CSAP Administration Manual in order to assist student performance		<input checked="" type="checkbox"/>
Leaving visible "word walls," vocabulary posters, spelling words, multiplication tables, or any other aids that could artificially inflate student scores or that are expressly forbidden in CSAP administration manuals		<input checked="" type="checkbox"/>
Allowing students to use dictionaries, thesauri, or word processors with spell and grammar check on the reading and writing assessments		<input checked="" type="checkbox"/>
Scribing the essence of the student's response, rather than scribing exact student responses, including grammatical errors and incorrect responses when scribing is the accommodation		<input checked="" type="checkbox"/>
Telling students the correct responses or allowing them to discuss answers among themselves		<input checked="" type="checkbox"/>
Hinting to a student to reconsider an answer to any items s/he has given		<input checked="" type="checkbox"/>
Allowing the use of notes or other materials which give students an opportunity to engage in practices which may give them an unfair advantage		<input checked="" type="checkbox"/>
Changing responses that students have written or bubbled in		<input checked="" type="checkbox"/>
Excluding eligible, but lower-performing, students from the CSAP <ul style="list-style-type: none"> <li>• Encouraging lower-performing, special education, or limited English proficient students to stay home during the testing period to artificially boost apparent school performance</li> <li>• Sending on field trips or dismissing lower-performing, special education, or limited English proficient students during the testing period to artificially inflate apparent school performance</li> <li>• Encouraging students who are not reading at grade level to stay home during the reading portion of the CSAP</li> <li>• Encouraging parents to opt out of CSAP testing to prevent frustration for low performing students</li> </ul>		<input checked="" type="checkbox"/>
Not providing students with allowable accommodations on the assessment that are normally used during instruction		<input checked="" type="checkbox"/>

### III. Practices in the Use and Interpretation of CSAP Results

Examples of ethical and unethical assessment practices are provided below to illustrate the standards and principles of professionally responsible practices in the use and interpretation of the results from the CSAP:

Activity/Behavior	Is This An Ethical Practice?	
	Yes	No
Using CSAP results as part of a body of evidence in making educational decisions about individuals or programs	<input checked="" type="checkbox"/>	
Helping identify strengths and gaps in the curriculum, so that future instruction can be improved	<input checked="" type="checkbox"/>	
Providing teachers and counselors with the information they need to interpret CSAP results	<input checked="" type="checkbox"/>	
Communicating the assessment results to appropriate audiences in an honest, clear, and understandable manner, including correct interpretation of results and explanation of any common misinterpretations	<input checked="" type="checkbox"/>	
Basing student retention or promotion decisions on CSAP results alone		<input checked="" type="checkbox"/>
Basing decisions regarding Individual Literacy Plans on CSAP results alone		<input checked="" type="checkbox"/>
Evaluating teachers, schools, or districts based on CSAP results alone		<input checked="" type="checkbox"/>
Knowingly using CSAP results to provide a misleading picture of the district's/school's educational programs, instruction, or student population		<input checked="" type="checkbox"/>
Not reporting the assessment results for all students, including those not tested		<input checked="" type="checkbox"/>
Not reporting any apparent misuses of CSAP results to those responsible for the assessment process in the school, district, and state		<input checked="" type="checkbox"/>
Deliberately hiding information, or providing false and misleading interpretations that imply a falsely positive (or negative) and misleading picture of any individual, school, or district		<input checked="" type="checkbox"/>
Revealing the test scores of one student to another student or to others not directly involved with the education of that student		<input checked="" type="checkbox"/>
Using CSAP results in a manner or for a purpose for which it was not designed		<input checked="" type="checkbox"/>



## Test Security Procedures for CSAP Materials

The purpose of this procedure is to describe what constitutes unethical practices related to the security of test booklets before, during and after CSAP test administration. Currently, CTB ships test booklets to each Colorado school district about three weeks prior to the start of the test window. These booklets remain in districts and schools up to one week after the test window ends. This results in these booklets being in the districts and schools for about 7-8 weeks (except for grade 3 tests, which are returned earlier).

No one should violate the security procedures for CSAP assessments. It is unethical to do so. Therefore:

- Do **not** give examinees access to test questions prior to testing;
- Do **not** copy, reproduce, or use in any manner inconsistent with test security regulations all or any portion of any secure test booklet, for any reason;
- Do **not** share an actual CSAP test instrument in a public forum;
- Do **not** coach examinees before, during, or after testing or influence, alter or interfere with examinees' responses in any way;
- Do **not** deviate from the prescribed administration procedures specified in the *CSAP Administration Manual* in order to boost student performance;
- Do **not** leave visible "word walls," vocabulary posters, spelling words, multiplication tables, rubrics or any other aids that could artificially inflate student scores or that are expressly forbidden in the *CSAP Administration Manual*. Such material may not be considered as accommodations for purposes of CSAP;
- Do **not** allow students to use dictionaries, thesauri, or word processors with spell and grammar check on the reading and writing assessments;
- Do **not** make answer keys available to examinees;
- Do **not** participate in, direct, aid, counsel, assist in, encourage or fail to report any of the acts prohibited in this section;
- Do scribe exact student responses, including grammatical errors and incorrect responses when scribing is the accommodation;
- Do turn in a test book for each student including those excluded from the assessment;
- Do follow security regulations for distribution and return of secure test materials as directed, account for all secure test materials before, during and after testing.

## Recommendations for District Policies

Each local school district should develop and adopt a district test security policy. This policy should specify that secure materials not be delivered to school buildings more than one week (and preferably less) in advance of test administration. Teachers and other school staff may not have access to secure materials more than 24-hours in advance of test administration. The policy should provide for the security of the materials during testing and the storage of all secure tests and test materials before, during and after testing. All materials should be stored at a central location under lock and key.



# Administration

## Guidelines for CSAP Administration

### Facilities

- Choice of testing rooms
  - Rooms must have adequate lighting, heat, and a quiet atmosphere.
  - Ideally, a testing room should be a typical size classroom.
  - Larger rooms may be used but must have adequate security (see personnel section below).
  - An adequate writing surface should be provided that accommodates the test booklet.
- Freedom from distractions
  - Only people involved in taking or administering the test should be in the room.
  - Appropriate actions should be taken to reduce noise such as turning off alarms or bells.
  - Place a **DO NOT DISTURB** sign on the door of the testing room.
- Seating arrangements
  - Enough space should be allowed between students to prevent the sharing of answers.
- Room Materials
  - All instructional materials that could assist students should be removed or covered. This includes word walls, arithmetic tables, formulas and Six+Trait writing information. This is true even though much of the Six+Trait writing information is listed under the “writers checklist” in the test booklet. Please see “Preparing the Classroom for the CSAP” in the Appendix.

### Personnel/Proctors

- Minimally, there must be one proctor for each testing room.
- When more than 25 students are in one room, the student to proctor ratio must not exceed 25 to 1. For example when 43 students are in a testing room, there must be 2 proctors.
- Proctors must remain attentive through the testing session. (Reading, grading of papers or other work should not be performed.) They should circulate through the room during the test.
- Identifying items that students did not complete either during or after the test and pointing these out to students is **not** allowed. Test administrators should remind students to complete all of the items as a part of the general instructions and they may remind students to check to be sure they have completed each session.
- The District Assessment Coordinator or School Assessment Coordinator must train all proctors.
- Schools should use district/school employees as proctors. Volunteer proctors may only be considered when a school has no personnel available to proctor the test. If parents are being considered to administer the assessment, they may not proctor an assessment that their child is taking. All individuals who administer the CSAP must receive the training provided by the district.
- Whenever possible, proctors should not be assigned to a room where a relative is being tested.

## Security

- All used and unused test booklets must be returned to CTB/McGraw-Hill.
- All test booklets must be accounted for and kept in a secure location.
- Any missing test booklets or irregularities must be reported to the School Assessment Coordinator.
- Test Administrators may view test booklets one day prior to testing in a supervised setting with the School Assessment Coordinator or District Assessment coordinator.

## Scheduling

- All test sessions must be held during the testing windows. The testing window for Grade 3 Reading is February 18 - March 1, 2002. The testing window for all other CSAP assessments is March 11 - April 12, 2002.
- The scheduling of specific sessions is determined by the district or school and should be set up in advance of the testing window. Test sessions can be administered in any order except for writing sessions 1 and 2 that must be taken in consecutive order with no weekend intervening. These sessions include the extended writing component in which session 1 is the planning component and session 2 is the final draft.
- All students must take the same session of an assessment at the same time in a particular building with the exception of the 9<sup>th</sup> and 10<sup>th</sup> grade Mathematics CSAPs. Due to limited numbers of calculators in some schools, students may take different sessions of the 9<sup>th</sup> and 10<sup>th</sup> grade Mathematics CSAPs at the same time. However, if a school chooses to administer the sessions in this way, these students should not be allowed to interact. For example, if one group of students is taking session 1 in math and another group of students is taking session 3, these students should be segregated in such a manner that they have no opportunity to discuss the test sessions.
- While the scheduling of test sessions is left to the discretion of each district or school, CDE asks that considerations be made as to what would be in the best interests of the students. So while administering the test on one day might work well for scheduling, this situation might be overly demanding on the students.
- CDE recommends that, whenever possible, all schools within a district administer the same test sessions on the same days in order to promote test security. For example, CDE recommends that all schools within the district with a 9<sup>th</sup> grade administer the same 9<sup>th</sup> grade reading test session on the same day.

## Other

- Students should **not** be allowed to use scratch paper or 'sticky notes'. All work should be done in the test booklet.
- Students **cannot** use highlighters, markers, colored pencils or pens because the ink can bleed through to the other side of the page and impact the scoring of the test.
- Students may underline in their test books **lightly**, with a No. 2 pencil; however, school and district personnel should be cognizant that the students' scores could be adversely affected if the underlining is **too** dark or inadvertently crosses response bubbles.
- Writing in the margins of the test should be discouraged because it might make the test difficult for readers to score. However, if a student writes in the margin, the test is still scored. The only time this presents a problem is when the student writes over the tracking bars at the edge of a page.

- English Language Learners (ELL) may use a translation dictionary. This dictionary can provide only word equivalents and not definitions. ESL publishers carry a vast assortment of this type of dictionary in their catalog listings for approximately \$16.
- When requested by a student, a proctor may spell a word if spelling is not being assessed by the test (i.e., Mathematics, Reading, Science).

### **Time Limits**

- Time limits for Math and Science sessions are 55 minutes while Reading and Writing are 50 minutes each. Break time is included in this total. Students are allowed an additional 10 minutes without requiring documentation. Tests are given in three separate sessions with the exception of Grade 3 Reading and Writing, which are two sessions.
- While all students are allowed an additional 10 minutes to complete the assessment, only students with a documented accommodation may have additional time beyond the 10 minutes.

Whenever possible, students with accommodations allowing additional time beyond 10 minutes should be tested in a separate room to prevent distractions caused by other students who require less time.

## **General CSAP Questions**

### **Question:**

**Why are assessments administered in the spring semester?**

### **Answer:**

State legislation specifies that all of the state assessments will be administered in the spring.

### **Question:**

**Who develops the CSAP?**

### **Answer:**

CSAP is developed collaboratively by CTB/McGraw Hill and the Colorado Department of Education. Items for the assessment are reviewed by Colorado educators to assure that they measure Colorado's standards.

### **Question:**

**Who scores CSAP?**

### **Answer:**

The selected response items are machine scored. The constructed response items are "hand scored" by CTB/McGraw-Hill staff. These staff members have at least a bachelor's degree, and many of them are educators. Each scorer is trained to score to Colorado's rubrics.

**Question:**

**How can we be sure that the “hand score” portion of the assessments is scored consistently from year to year?**

**Answer:**

Each year, after the assessment, CTB/McGraw-Hill, along with CDE staff and Colorado educators, identifies examples of student work that represent the score points on the rubrics for the assessments. In addition to scoring the answers to questions from the current year, scorers also score answers to the same questions from the previous year in order to provide information regarding year-to-year scoring consistency. Many of the same scoring trainers and leaders also return from year to year.

**Question:**

**Can teachers grade CSAP test booklets that pertain to their subject areas before the booklets are sent back?**

**Answer:**

No, for security reasons and to avoid the perception of test impropriety, teachers are not allowed to score student responses on CSAP before returning the tests to CTB. In 2000, teachers at one school 'pre-scored' student tests. CDE found out later because of complaints from parents. The parents at this school learned about teachers scoring the tests and raised serious concerns about teachers tampering with student answers. Even the perception of test impropriety can do great damage. In addition, this is a threat to overall test security. After testing is completed, tests are to be returned to the district, packaged and kept secure until they are picked up.

**Question:**

**Will students be penalized for guessing on CSAP?**

**Answer:**

No. CSAP is different from some standardized tests such as the SAT where students are penalized for guessing. There is no penalty for guessing on CSAP.

**Question:**

**Is there a date of enrollment that determines whether or not a student would be considered enrolled for a full year?**

**Answer:**

For 2002, the date of enrollment for all tests is March 11. For example, if a 4<sup>th</sup> grade student has been enrolled since March 11 of his/her 1<sup>st</sup> grade year, the student has been enrolled for three years.

**Question:**

**What if new students enroll during the testing window?**

**Answer:**

The School Assessment Coordinator (SAC) should be notified if new students arrive during testing and make a decision based on:

- time remaining – can the student complete at least one content area assessment?
- assessment schedule in the building – is it feasible to include the student at this point?
- amount of disruption that would result if the student is or is not included.

**Question:**

**How is a student's grade level determined?**

**Answer:**

For all schools, the student's grade level will be based on the student's grade of enrollment, with the exception of 9<sup>th</sup> and 10<sup>th</sup> grade students:

For the purposes of CSAP administration, a **9<sup>th</sup> Grade Student** is defined as a student who has not participated in a previous administration of the 9<sup>th</sup> grade CSAP and who meets one or both of the following criteria:

- Has been attending school for nine years excluding retention and kindergarten, or
- Is enrolled in the first year of a four-year high school.

For the purposes of CSAP administration, a **10<sup>th</sup> Grade Student** is defined as a student who has not participated in a previous administration of the 10<sup>th</sup> grade CSAP and who meets one or both of the following criteria:

- Has been attending school for ten years excluding retention and kindergarten, or
- Is enrolled in the first year of a three-year high school or in the second year of a four-year high school.

Those few students who have skipped a grade should be tested at the grade level in which they are enrolled.

## **Coding/Student Data Grid**

### **Question:**

**If a high school does not grant a diploma, are the students' CSAP scores coded to that high school?**

### **Answer:**

CSAP results for students in grades 9 and 10 are coded to the school that will grant the students' diplomas. As a result, some high schools that do not grant diplomas will have no CSAP test results.

### **Question:**

**How do we code and return test booklets for expelled students receiving educational services?**

### **Answer:**

Include the tests for expelled students with all other tests you return to CTB. Code the expelled students to the schools and district with which you return the expelled students' tests. Return the expelled students' tests to CTB with all other tests. See instructions for the "District Use Only-A" field on the student data grid.

### **Question:**

**How do we code home-schooled students' test booklets?**

### **Answer:**

Home-schooled students' test booklets should be coded as follows: On the front of the test booklet, complete the student name, district name and school name fields. In the district field, write "Colorado Department of Education" or "CDE." In the school field, write "Home School" and your district name. For example, if your school district name is Redwood School District, write in the school field "Home School Redwood."

DACs need to call CTB's helpdesk as soon as they know that home-schooled students will be tested so that CTB can generate GIS's and SGL's. CTB will need to know grade levels and content areas for the home-schooled students. Home-schooled students' completed test booklets will be sent directly to the scoring center and not to CDE. These students need to be listed under separate Group Information Sheets and School Group Lists and packaged in a separate envelope. Write "Home School" on the envelope label and package the home-school envelopes in the same boxes as the other envelopes.

### **Question:**

**What happens when students are not eligible for CSAP-A but cannot access the regular CSAP assessment?**

### **Answer:**

Because there could potentially be a 'gap' between the skills required for CSAP-A and CSAP, there are students for whom neither test is appropriate. If there is any question about the student's ability to take the regular assessment, schools should attempt to administer the regular CSAP and discontinue if it is obviously inappropriate. Under no circumstances should a school force a

student to take the regular CSAP if the student is unable to perform the tasks on the assessment. Rather, the test invalidation section of the test booklet should be marked “7, **Extreme Frustration.**”

**Question:**

**Why is information collected on the student data grid?**

**Answer:**

Most of the information is required by state legislation. The Colorado Department of Education is required to report by January 1 of each year to the House and Senate Education Committees of the State Legislature, the Governor, and the members of the public upon request:

- The percentage of students achieving each of the performance levels required by the state;
- Information for each district and by district size;
- Information regarding gender, ethnicity, and separate disabling conditions; and
- School SES Category (determined by percent of students receiving free or reduced cost lunch).

School districts have asked that we collect information on the length of time a student has been in the school and district. Also, some data is required by the federal government and includes Title I and Migrant status.

**Question:**

**Which students should be coded for Title I?**

**Answer:**

Title I should be coded for both students receiving targeted assistance and those participating in school-wide programs. See page 46 for more information regarding Title I students.

**Question:**

**How do I code IEP students?**

**Answer:**

If a student has an IEP for any content area, the IEP should be coded on each of that student's tests.

**Question:**

**How do I code Migrant students?**

**Answer:**

Any student classified as a migrant student should be coded as Migrant. See page 44 for information regarding Migrant students.



**Question:**

**What happens to the scores of students with IEPs who do not participate in the CSAP but are not eligible for the CSAP-A?**

**Answer:**

A CSAP booklet must be turned in for all students. When students take the CSAP-A, blank CSAP booklets with the appropriate code filled in on the Student Data Grid are still turned in for these students. When students are not eligible for the CSAP-A but they don't participate in the CSAP, blank CSAP booklets with the appropriate code filled in on the Student Data Grid are turned in and they do not receive a score. They are reported in a category entitled "Total Number of Students With No Scores Reported."

**Question:**

**How do "no scores" impact CSAP results?**

**Answer:**

A Student Data Grid is filled out on each student, whether they take the test or not, and every student is counted in the total population. This number is used to form the denominator for the five categories reported for each building. Consider the following example: American Elementary has 100 students in the fourth grade eligible by years in school to participate in the CSAP. Only 4 students did not take the test out of those 100 (one who had an IEP who is not eligible for the CSAP-A, one who does not read or speak English, one who did not complete the test due to absence, and one who did not complete the test due to parental refusal).

<b>Unsatisfactory</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Advanced</b>	<b>No Scores Reported</b>
24 students	24 students	24 students	24 students	4 students
24/100 or 24%	24/100 or 24%	24/100 or 24%	24/100 or 24%	4/100 or 4%

Thus, the only scores reported in the performance categories are for students who actually took the test. Students who did not take the test were not reported as a "zero." If that did occur, the zero would be viewed as a score and added to the "Unsatisfactory" category, which obviously, is not appropriate.

Some confusion exists as to the effect of including all students in the denominator. The following example shows the same school, eliminating the students who have No Scores Reported.

<b>Unsatisfactory</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Advanced</b>
24 students	24 students	24 students	24 students
24/96 or 25%	24/96 or 25%	24/96 or 25%	24/96 or 25%

As this example demonstrates, the change in the denominator effects all proficiency categories, so that the percentages increase in each category.

## **Pre-coded Labels**

### **Question:**

**What are the most important changes from last year?**

### **Answer:**

- Codes for the English and Spanish tests are the same (see below).
- Center-based students' test booklets will be handled differently and a new field has been added so that you can code both the school of attendance and neighborhood school on the pre-coded label and on the test booklet. (See description of "District Use Only – B" below.)
- There is now a field for coding expelled students. (See description of "District Use Only – A" below.)
- Senate Bill 01-098 revised the School Accountability Report exclusion category for new students. The new criterion is that the student be new to the school after February 1 of the current school year. Therefore, a new piece of data is being collected this year in the field called "FebNewSC."
- If you pre-code a student as being enrolled in a special program (like Title 1) and want to change it later, you can still use the pre-coded label and just correct the Title 1 field on the test booklet. In other words, all of the fields from prior years that were either coded as blank for no and 0 for yes have been changed. This year, all of these fields are coded as 0 for no and 1 for yes, which will make it much easier to make corrections on the test booklets, if necessary.
- Title 1 should be coded as yes ("1") for all students in a school-wide program, as well as all targeted-assistance students.

### **Question:**

**What are the differences between labels for Spanish tests and English tests?**

### **Answer:**

The pre-coded label files are the same for both the English and Spanish tests this year. **MAKE SURE** that the very last field in the pre-coded label file, the "Spanish or English" field, contains an "E" if the student is taking the English test or an "S" if the student is taking the Spanish test. In 2002, Spanish tests exist for Grade 3 Reading, Grade 4 Reading and Grade 4 Writing.

### **Question:**

**Which students should we code as 'ESL' and 'Bilingual'?**

### **Answer:**

These codes refer to whether or not students are enrolled in these programs at their school. Students who are in an English as a Second Language (ESL) program at their school should be coded 'yes' (or '1') in the ESL field. Students who are in a bilingual program should be coded 'yes' (or '1') in the Bilingual field. The Bilingual code should only be used for those students enrolled in a bilingual program; it should not be used for bilingual students who are not enrolled in a bilingual program.

**Question:**

**What is a “default” code?**

**Answer:**

For the fields that are not required, districts can submit the one code that is most common as a “default” code for all students. There are two situations that might call for using a default code.

In some cases, you will want to use a default code because you do not have the information for all of your students right now. For example, consider the “migrant” field. Most students in a district will not be migrant students, so you could submit your file with a “0” in this field for all of the students in your district. Then, at the time of testing, you would need to bubble in a “1” on the migrant students’ test booklets. This would override the “0” on the precoded label for those students whose test booklets you bubbled, while not changing the pre-coded “0” for all of the other students.

In other cases such as “Testing Status”, “Accommodations”, and “FebNewSC”, the information is simply not available right now. However, we do know that for most students the correct bubble will be a “0”, so you can submit a “0” for all students now as a default code. At the time of testing, you can override this “0” for the few students who do not test, use accommodations or are new to the school after February 1, 2002. To do this, you would simply correct the information by filling in the appropriate bubble(s) on the students’ test booklets.

Any and all defaults that a district wishes to use must be supplied by the district. CDE does not fill in blank fields with default values. CTB does not fill in blank fields with default values.

**Question:**

**What are the “District Use Only – A” and “District Use Only – B” fields? (See also the detailed file instructions, specifically the “Pre-coded Labels Data Elements and Definitions” document.)**

**Answer:**

“District Use Only – A” is a field reserved for information about expelled students. “District Use Only – B” is a field reserved for sending center-based, special needs students’ CSAP scores to their neighborhood school or school of accountability, if your district has a policy permitting the transfer of CSAP scores for center-based students. This new process of either pre-coding the neighborhood school or filling in the appropriate bubbles at the time of testing will replace much of the cumbersome process for the return of center-based students’ tests that has occurred in the past. (Note that you cannot transfer a student’s CSAP scores across district lines using this field. This will result in an error message in your pre-code file.) See also the question below.

**Question:**

**Should we order labels for center-based students at their school of attendance or neighborhood school?**

**Answer:**

For center-based students, use their school of attendance for the “School Name” and “School Number” fields. This ensures that these students’ labels will come packaged with labels for the other students in the school they attend. For center-based students, also fill in the field labeled

“District Use Only – B”, which is the field for the student’s neighborhood school or ‘school of accountability’. See also the question above.

**Question:**

**Can schools use a blank, white computer label to cover up a preprinted, CTB-generated barcode label if the barcode label contains errors and should not be used?**

**Answer:**

YES, in fact this is exactly what schools should do if the school does not want the barcode label to be read. Please be sure to completely cover the pre-coded label with the blank computer label, making sure that the barcode is completely covered.

**Question:**

**Can schools use a label on the test booklet (preprinted with student name, ID, school name, district name) and place it where the "Name \_\_\_\_\_" area is on the front of the test booklet?**

**Answer:**

No, this will interfere with CTB's ability to scan the barcode label even though these labels will appear in separate places on the front of the test booklet.

**Question:**

**If we ordered a pre-coded label for a center-based student but we are transferring that student's test booklet to another school for reporting purposes, should we use the pre-coded label?**

**Answer:**

No, in this situation you must completely bubble in the student data grid on the back of the test booklet. This is necessary because the pre-coded labels contain a school code that cannot be changed. Since the school code on the label will not match the school code of the school you are transferring the test to, do not use that label. This is likely to stop processing at the scoring center.

**Question:**

**What do we do if we have a pre-coded label for a student who dis-enrolled from our district before the CSAP testing window begins? Do we put the label on a blank test booklet and turn it in with our other completed tests?**

**Answer:**

If the student has dis-enrolled from the district before the testing window begins, do not use the label at all; simply throw it away. Do not put that label on a blank test booklet. If a student dis-enrolled from the district before the window began, your district is not responsible for testing that student. (However, remember that students transferring between schools in the same district must be tested.)

## **Reporting Issues**

### **Question:**

**In the Test Invalidation Section on the student test booklets, is option #6 ("Withdrew before test completion") meant ONLY for students who started testing and then withdrew from the district before the test could be completed?**

### **Answer:**

YES, option #6 is only for students who began the test but withdrew from the district before the test could be finished. Do not use this field for students with labels who withdrew before the test window started.

### **Question:**

**Will the students with option #6 ("Student withdrew before test could be completed") filled in be taken out of the denominator for reporting?**

### **Answer:**

YES, students who withdrew from the district before CSAP testing could be completed will be excluded from the denominator for all reporting. This code should only be marked on the test booklets for the content area affected. For example, if a fifth grade student completes the math test but withdraws from the district before he/she completes the reading test, only on the reading test should you mark option #6. This student's math test will be scored and included with school and district results but his/her reading test will not.

### **Question:**

**What is the student tracking form and how do we use it?**

### **Answer:**

The student tracking form is a document created by CDE to help districts track numbers of students in 'not tested', language background, and 'Feb New SC' categories. While this form is not mandatory, CDE strongly encourages that districts use this form or a similar form to double check student information. This will be the district's final opportunity to confirm the data that will be used in School Accountability Report calculations.

### **Question:**

**Why do we have to submit a test book for students who don't take the test?**

### **Answer:**

Information about students who do not participate in the regular assessment is necessary for accuracy in reporting test results. If the student is in special education, this information will also be used to develop appropriate alternate assessments. The Student Data Grid on the back of each test book must be filled out completely, with the Test Invalidation Section filled in indicating why the student did not complete the test.

## Valid Attempt Rules

### Question:

**What is the purpose of a valid attempt rule?**

### Answer:

The purpose is to identify students who may not have completed enough of the assessment to have a valid score.

### Question:

**What are the valid attempt rules?**

### Answer:

For the reading, mathematics and science assessments, a student **must attempt at least five items per session in order to receive a score on the assessment.**

For the writing assessment during Session 1, due to the nature of the tasks involved, there is no rule. Beginning with the 2002 CSAPs, the scoring rule for Session 2 will be changed to allow a student to receive a score if the student makes an attempt on either the editing task or on the final copy essay. A valid attempt on the editing task is defined as at least one change to the underlined words or phrases, including the student's indication that an item is correct by writing the letters "OK" above the word or phrase. (Note that "validly respond to at least one item in the Editing task" now requires an active response from the student. Previously, the "correct as is" response required no action on the part of the student.) During Session 3 of writing, a student must attempt five of the items to have a valid attempt.

### Question:

**How have the editing tasks directions been modified?**

### Answer:

A student will have to look carefully at each underlined word or phrase in the editing task. If there is a mistake, the student will make the correction in the space above the underlined word or phrase. If there is no mistake, the student will write "OK" above the underlined word or phrase.

If a student makes no attempt on the entire editing task, he or she will receive no credit for the editing task, but he or she may still receive a score for the test as a whole.

# Accommodations

## Question:

### What Are Accommodations?

## Answer:

An accommodation is a change made to the assessment procedures in order to provide a student with access to information and an equal opportunity to demonstrate knowledge and skills without affecting the reliability or validity of the assessment. An accommodation does not change the instructional level, content, or the performance criteria. It “levels the playing field” but does not provide an unfair advantage.

The intent of an assessment is to describe all students’ true levels of achievement with the greatest accuracy. Assessment accommodations allow students to demonstrate appropriately their knowledge and skills. *A student is eligible for any of the accommodations listed in the following tables if that student has received the same accommodation for instruction in the content area for at least three months. Using an accommodation during assessment that is not used during instruction may be detrimental to the student’s performance on the assessment.*

There are five criteria for selecting accommodations on CSAP:

1. Accommodations must have been used during instruction in that content area for **at least** three months prior to the assessment so the student is familiar with them. As accommodations are identified as appropriate during instruction, they should be added to a student’s IEP, 504 Plan, ILP, English Language Acquisition Plan or other teacher developed plan that guides student instruction.
2. Accommodations are content-area specific. Therefore, only those accommodations the student requires for the specific content area being assessed may be selected.
3. The possible effects on the student of allowing the accommodations must be considered. Some accommodations may not help the student and may actually have the opposite effect.
4. A student may be allowed more than one accommodation. For example, a student who requires a Braille version or a scribe will probably also require extra time.
5. A student with limited English proficiency is entitled to the same instructional and assessment accommodations as his or her English-speaking peers. For example, a Spanish-speaking student who is visually impaired may require a large-print Spanish version of the assessment.



## **Considerations for Identifying Appropriate Accommodations**

- ☐ Review the learner's current and past performance including:
  - Current instructional plans
  - Previously documented accommodations and results
  - Accommodations required during learning activities and classroom assessments
  - Results of using those accommodations
- ☐ Identify potential CSAP accommodations that a student may need by examining:
  - Released CSAP items for the grade and content to be administered
  - Allowed CSAP accommodations for the content to be administered
- ☐ Determine the minimal accommodations that a student may require to demonstrate his or her knowledge and skills in the content areas being assessed. Consider the following:

### ***Setting***

Does the student complete activities and classroom assessments

- ☐ independently
- ☐ with one or more accommodations
- ☐ in a small instructional group
- ☐ in a different location

### ***Timing/scheduling***

Does the student complete activities and classroom assessments

- ☐ in the allotted time
- ☐ if given up to 10 minutes additional time
- ☐ within the school day if given extended time beyond an additional 10 minutes
- ☐ with frequent breaks

### ***Presentation***

Does the student complete activities and classroom assessments if

- ☐ directions are presented orally by an adult
- ☐ written material is read aloud
- ☐ materials are enlarged with magnification or materials that are read are amplified
- ☐ written materials are enlarged
- ☐ manipulatives are provided

### ***Response***

Can the student complete activities and classroom assessments

- ☐ in a typical paper and pencil test format
- ☐ by filling in bubble sheets
- ☐ by writing constructed responses
- ☐ by dictating answers to a scribe
- ☐ using assistive technology to write answers
- ☐ using assistive technology, such as augmentative communication devices, to respond to questions

Plan for implementation of identified accommodations by identifying

- ☐ who will ensure the use of accommodations during instruction
- ☐ how will the effects of using accommodations during the instructional period be reviewed for assessment consideration
- ☐ who will be responsible for ensuring the provision of the accommodation during the assessment sessions
- ☐ how results of use during assessment will be documented for future reference

## CSAP Accommodations That MUST Be Documented for Reading

<b>Timing/Scheduling</b>	
<ul style="list-style-type: none"> <li>Time extension of more than 10 minutes in a session. Any student who may need more than 60 minutes to complete a test session should be identified ahead of time whenever possible and, preferably, the assessment should be administered in a separate setting. This accommodation should be documented <b>only</b> if the student actually takes more than 10 extra minutes to complete the session.</li> <li>Administering more, but shorter, sessions, when the total testing time exceeds 60 minutes. A session must be completed in a single day.</li> </ul>	
<b>Presentation</b>	<b>Response</b>
<ul style="list-style-type: none"> <li>Braille version of the assessment.</li> <li>Large-print version of the assessment. Students must be registered with the Colorado Instructional Media Center to receive the appropriately sized type.</li> <li>Reading aloud of only the directions for the reading assessment</li> <li>Reading aloud in the student's native language of only the directions for the reading assessments.</li> <li>Signing of only the directions for the reading assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Use of scribe to write oral responses or fill in bubbles in test book.</li> <li>Use of a scribe to write oral responses to constructed-response items.</li> <li>Use of signing or pointing as alternative responses.</li> <li>Use of assistive technology restricted to the use of augmentative communication devices, computers, personal portable keyboards such as an AlphaSmart, and Brailers. Voice output must be disabled during the reading assessments. If the communication device produces a typed response, the response must be transcribed into a scannable test book for scoring <b>exactly</b> as it is written.</li> </ul>

## CSAP Accommodations that MUST Be Documented for Writing, Mathematics and Science

Timing/Scheduling	
<ul style="list-style-type: none"> <li>Time extension of more than 10 minutes in a session. Any student who may need more than 60 or 65 minutes to complete a test session should be identified ahead of time whenever possible and, preferably, the assessment should be administered in a separate setting. This accommodation should be documented <b>only</b> if the student actually takes more than 10 extra minutes to complete the session.</li> <li>Administering more, but shorter sessions, when the total testing time exceeds 60 or 65 minutes per session. A session must be completed in a single day.</li> </ul>	
Presentation	Response
<ul style="list-style-type: none"> <li>Braille version of the assessment.</li> <li>Large-print version of the assessment. Students must be registered with the Colorado Instructional Media Center to receive the appropriately sized type.</li> <li>Reading aloud of test directions, word problems, questions, glossary words with their definitions, and response options to writing, science and mathematics questions.*</li> <li>Reading aloud in the student's native language of the test directions, glossary words with their definitions, and CDE-designated questions and response options.**</li> <li>Signing of the entire assessment, including word problems.</li> <li>Use of additional manipulatives for the mathematics assessment, such as number lines, "Touch Math," and counting beans.</li> </ul>	<ul style="list-style-type: none"> <li>Use of scribe to write oral responses or fill in bubbles in test book.</li> <li>Use of a scribe to write oral responses to constructed-response items.</li> <li>Use of a scribe to translate a student's oral responses from a language other than English into the test book.***</li> <li>Use of signing or pointing as alternative responses.</li> <li>Use of assistive technology restricted to the use of augmentative communication devices, computers, personal portable keyboards such as an AlphaSmart, and Brailers. Spell-checking capabilities must be disabled during the <b>writing</b> assessment. If the communication device produces a typed response, the response must be transcribed into a scannable test book for scoring <b>exactly</b> as it is written.</li> </ul>

\*Response options on multiple-choice questions may be read aloud for the writing, mathematics, and science assessments, **except** those designated through additional material distributed by the Colorado Department of Education.

\*\*Response options on multiple-choice questions may be orally translated for the mathematics and science assessments, **except** those designated through additional material distributed by the Colorado Department of Education. For the writing assessments, reading aloud in the student's native language is allowed only for the test directions.

\*\*\*Translation of student responses from the student's native language into English is not an allowable accommodation for writing tests.

## Accommodations That DO NOT Need to Be Documented for Any Content Area

Timing/Scheduling	Setting/Environment
<ul style="list-style-type: none"> <li>• Time of day.</li> <li>• Time extension of up to 10 minutes in a testing session.</li> <li>• Allowing stretch breaks for groups or for individual students as needed.</li> <li>• Scheduling of sessions to include more breaks, as long as the total testing time does not exceed 10 extra minutes.</li> <li>• Scheduling more time between sessions. Any session must be completed within a single day. The entire assessment must be completed within the testing window.</li> <li>• Scheduling of sessions in a different order, except for the writing assessment. The drafting of the extended response in grades 4-10 must be completed before the editing session, and the two sessions must occur within the same week.</li> </ul>	<ul style="list-style-type: none"> <li>• Location appropriate to the testing needs of students.</li> <li>• Grouping of students: whole classroom, small groups, individual administration.</li> <li>• Administration of the assessment with or without accommodations by individuals other than the student's usual teacher(s) such as special educators, paraprofessionals, and teacher's aides. Students <b>may not</b> have the assessment administered to them by a relative.</li> </ul>
Presentation	Response
<ul style="list-style-type: none"> <li>• Use of devices normally used by students for kinesthetic, visual, or auditory assistance (e.g., pencil grips, noise buffers, visual magnification devices/technology [e.g., hand held magnifiers, CCTVs, screen enlargement programs], and auditory amplification devices such as hearing aids).</li> <li>• Rereading of directions in the administration manual to all students when requested by any student. (Note that this does <b>not</b> refer to reading the test directions aloud.)</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling of words to students who request it, with the exception of the writing assessment where spelling will be scored.</li> </ul>

### **Which Students Will Require Accommodations?**

Any student is eligible for an accommodation when needed. Students in special education and students eligible under Section 504 have a legal right to the accommodations listed in their instructional/accommodation plans. Students with specific and unique learning needs usually have instructional plans developed by teams of educators. Additionally, students receiving other types of instructional assistance, such as Title I or English as a Second Language, may also need appropriate accommodations.

### **Who Will Decide?**

The educational team, including the teacher who is primarily responsible for delivering instruction in the content area being assessed, determines which accommodations a student requires.

### **How Will Accommodations Be Documented and Reported?**

Certain accommodations used for a student must be documented on the student test book. Assessment results can then be reported and examined by the accommodations used. From this information, we will be able to learn more about good instructional and assessment practices for students with unique learning needs.

## **Braille/Large Print Tests**

### **Ordering Test Books**

Braille and large print instructional materials for students who are blind/visually impaired are provided by Colorado Instructional Materials Center for the Visually Handicapped (CIMC). Certified teachers of students with vision disabilities register each of these students with CIMC and are responsible for ordering adapted format test materials at the same time that textbooks are ordered for the student. Braille and large print tests for students who are blind/visually impaired scheduled for spring are ordered in the fall of each school year.

Adapted format tests for students who are **not** visually impaired and **not** registered with CIMC must be ordered directly from CIMC. The District Assessment Coordinator must contact CIMC to order tests for students whose IEPs direct the use of large print instructional materials and large print tests. Contact Lucia Hasty at CIMC, Colorado Springs, 719-578-2195. To order a test, please have the following information available:

1. District name and number
2. Name of student's school
3. Name of student
4. Student's grade
5. Type size of materials used for instruction and tests

All requests for Braille and large print formats of the CSAP are sent to the District Assessment Coordinators for distribution.

### **Answer Sheets for Large Print and Braille Tests**

Students who use a large print and/or Braille test format may record answers directly on the adapted format copy of the test, may use a scribe, or other techniques for response as designated in the student's IEP. On completion of testing, the student's test responses should be transferred into a regular print test booklet. When the student has used Braille as a response format, the transfer of this information into the regular print assessment booklet should be completed by an appropriate professional such as a teacher certified in the area of visual disabilities or a district Brailist.

### **Returning Completed Tests**

All large print and Braille tests, along with other unused assessment materials, should be returned to CTB/McGraw-Hill. They should not be sent to the CIMC or retained in Colorado.

### **Braille Format as a Noted Accommodation**

If a student uses a Braille CSAP Test format, the bubble in the student data grid indicating that the student is using a Braille version of the test should be filled in.

## CSAP and Students with Disabilities: Which Test Should They Take?

All students with IEPs will participate in the state assessment system as determined by his or her IEP team. Most students with disabilities will participate in the general CSAP. Some of those students may require accommodations to demonstrate their knowledge and skills. A very small number of students will require the CSAP Alternate to demonstrate their growth toward expanded benchmarks of the standards. This year, the CSAP Alternate will be administered in Reading for grade 3 and in Reading and Writing for grade 4. Additional grades and subject areas will be added in subsequent years.

When determining which assessment the student will participate in, it will be important for the IEP team, which must include the parents, to consider the alignment between what the student is learning and content being assessed in the general CSAP. Decisions should be made on a student-by-student and test-by-test basis considering the content being assessed.

Decisions should **not** be based upon the following:

Decisions regarding participation in the General CSAP must not be based on	
<ul style="list-style-type: none"><li>• A category of disability</li><li>• A certain percentage of students</li><li>• Time spent receiving special education services</li><li>• Place where the student receives services</li></ul>	<ul style="list-style-type: none"><li>• The student's reading level (keep in mind that the assessment includes passages, prompts, and items that are on grade level, below grade level, and above grade level)</li><li>• An expectation of an unsatisfactory performance by the student</li><li>• Poor attendance by the student</li><li>• Ongoing disruptive behavior by the student</li></ul>

There are a number of factors that can assist IEP teams in determining the alignment between the student's current curriculum and the assessment when deciding which assessment is best for the student. Remember, the general CSAP addresses a range of skills so most students on IEPs are appropriate for the general CSAP, even though they may not be performing at grade level expectations. Only a very few students, due to the nature and intensity of their disability, should take the CSAP Alternate. Current state data indicates that less than one percent of the population requires the CSAP-A. The following should be considered when determining how a student will participate in the state assessment.



**Participation for students with disabilities will be determined  
according to the following criteria:**

<p><b>Most students with IEPs will participate in all content areas of the CSAP</b></p>	<p><b>Some students with IEPs will participate in at least part of the CSAP</b></p>	<p><b>Very few students with IEPs will participate in the CSAP-Alternate rather than the general CSAP</b></p>
<ul style="list-style-type: none"> <li>• Review previous evidence of student participation and results in the CSAP. Consider the capacity of the student to demonstrate and communicate as needed for the tasks required by each test administered at the student's grade level. Check the IEP for documentation of accommodations and/or assistive technology needs.</li> <li>• When in doubt, attempt the assessment. Use information gathered during this assessment process to make future decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation by content area is allowed. When two or more content areas are being assessed, such as reading and writing, the student may take the reading test only or the writing test only.</li> <li>• Decisions about participation must be made annually. For example, it may be appropriate for a student who does not take the reading/writing test in fourth grade to take the math assessment in fifth grade</li> </ul>	<ul style="list-style-type: none"> <li>• The IEP team may determine that a student will participate in the CSAP-Alternate rather than the general CSAP when the student is working on expanded benchmarks that do not align with the content measured by the general CSAP assessment.</li> </ul> <p>For example: A proficient third-grade student taking the general reading assessment would be expected to identify the main idea and supporting details after reading text and accurately and thoroughly sequence the events.</p> <p>A student with expanded benchmarks in reading may be able to look at pictures or books with interest, anticipate some sequence of events in familiar stories or retell a simple story.</p> <ul style="list-style-type: none"> <li>• Use the indicator frameworks and eligibility checklist for the CSAP-Alternate in the content and grade levels available, in addition to any information about previous performance on assessments, to determine appropriateness.</li> </ul>

## Alignment Considerations

Think about the **content area** of assessment and **alignment** of what the student is learning with the general assessment. This decision is content-area specific and grade-level specific. It should be made on a student-by-student and test-by-test basis.

To Consider Alignment	
<p>Start with the Standard:</p> <ul style="list-style-type: none"> <li>Look at evidence of student growth and previous attempts to participate in the general assessment. As students get older, more documentation should be available.</li> <li>Review available information, including data on the IEP, to guide this decision. Document all decisions regarding participation on the IEP. Remember that parents should always be included in the decisions made through the IEP process.</li> </ul>	<p>For emergent learners who have demonstrated skills in the content area and can access the test materials with or without accommodations:</p> <ul style="list-style-type: none"> <li>Attempt the general assessment.</li> <li>Use information gathered during this assessment process to make future decisions.</li> <li>Consider the capacity of the student to demonstrate and communicate as needed for the tasks required by this test. Check the IEP for information regarding augmentative communication systems or assistive technologies.</li> <li>Using information from the IEP, determine the capacity of the student to apply his or her knowledge in this testing situation.</li> </ul>

Ask these questions to determine the extent to which a student should participate in the general assessment:

### Alignment Questions

Question 1	Question 2	Question 3	Question 4
Is the student working on the same standards and bench marks as other students in the classroom?	Is the student working on the same standards, which include benchmarks at a different grade level?	Is the student working on expanded benchmarks that address skill that could be assessed through the general assessment?	Is the student working on expanded benchmarks individualized to the point that the general assessment does not reflect the content the student is being taught?
If YES, the student should participate in the <b>general</b> assessment.	If YES, the student should participate in the <b>general</b> assessment.	If YES, the student should participate in the <b>general</b> assessment of those content areas.	If YES, do not attempt the <b>general</b> assessment.
If NO, go to Question 2.	If NO, go to Question 3.	If No, go to Question 4.	

## **How Will Progress Be Documented for Students Unable to Participate in the General Assessment?**

Each student should have a CSAP test booklet for the content areas being assessed at his/her grade level, even though the student may be taking the CSAP Alternate. Student participation must be documented on the student data grid for each CSAP assessment test booklet. If the student is taking the CSAP Alternate, the data grid must be filled out indicating the student will take the CSAP-Alternate at that grade level or that the student is eligible for the Alternate but one has not yet been developed at his/her grade level in that content area.

In grade and content areas where the CSAP Alternate has not yet been developed, the IEP must reflect documented progress on goals and objectives related to the content areas being assessed at the students' grade levels.

For further information regarding the CSAP Alternate, please refer to the assessment link on the CDE website at : [www.cde.state.co.us](http://www.cde.state.co.us) or contact Terri Connolly at 303/866-6702 or Janet Filbin at 303/866-6703.

# English Language Learners

The State of Colorado is committed to the ideal that all students can learn and achieve high standards. Historically, limited English proficient students have been excluded from statewide assessment efforts. As a result, alternative language programs have not been provided with information that could inform and improve instruction.

In order to address this issue, the state is advocating that, when possible, limited English proficient students actively participate in the state assessment program. The state realizes that students who are still in the process of acquiring English may not be able to adequately access the information contained in the English version of the assessments; however, at the present, the state can provide this test only in Spanish at grades 3 and 4.

The guidelines that follow have been developed to assist local districts in determining when limited English proficient students should participate in the state assessment program.

**The exemption of any English language learner must be documented by completing the student data grid on a blank test book and returning that test book with the completed test books to the School Assessment Coordinator.**

Under Title VI the Civil Rights Act of 1964, and subsequent judicial mandates, all districts receiving federal dollars must identify and provide services to limited English proficient students. In most Colorado school districts, identification of limited English proficient students is initially done through a home language questionnaire that identifies whether a language other than English is spoken in the home. If there is indication of a language other than English, then the district assesses the student's English language proficiency using a commercially prepared assessment. The following assessments are recommended for determining a student's level of English proficiency:

1. LAS – Language Assessment Scales
2. IDEA (IPT) Proficiency Test
3. Woodcock Muñoz

The student's English language proficiency is described by his or her ability to speak, read, and write English, as determined by the instrument above. Most proficiency assessments rate students using a scale with five levels ranging from emergent to intermediate to fluent proficiency; or these assessments categorize students' proficiency as Non-English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FEP).

## Levels of Proficiency in English

<b>NEP—Non-English Proficient</b>
A student who speaks a language other than English and does not comprehend, speak, read, or write English.
<b>LEP—Limited English Proficient</b>
A student who comprehends, speaks, reads, or writes some English, but whose predominant comprehension or speech is in a language other than English.
<b>FEP—Fluent English Proficient</b>
A student who has spoken, or currently speaks, a language other than English, but who is able to comprehend, speak, read, and write English on a level comparable to his or her monolingual English-speaking peers.

To determine the appropriateness of inclusion or exemption of limited English proficient students in the state assessment program, districts should consider their levels of proficiency in all domains of language—speaking, reading, writing, and listening—and the nature of their instructional program. Guidelines are provided in the tables that follow for students who speak a language other than English.

It should be noted that not all speakers of languages other than English are limited in their English language proficiency. Second-language students who are proficient speakers, readers, and writers of English **must** be assessed with the English version of CSAP. Limited English proficient students also should be included in the assessment. **Also, note that limited English proficient students are entitled to the same assessment accommodations as their English-speaking peers.** For example, a Spanish-speaking student who is visually impaired may require a large-print Spanish version of the assessment. **However, any student who has participated for three years in an English language proficiency program must be assessed with the English version of the CSAP. (Colorado Revised Statutes [22-7-409(1)])**

The Colorado Department of Education requires school districts to maintain documentation that justifies, for each limited English proficient student who is excluded from the state assessment program, why that decision was made.

## English Language Learners in Grades 3 and 4

Language of Instruction	Decision
The student is Non-English Proficient (NEP) or Limited English Proficient (LEP) <b>and</b> received instruction in Spanish in the content area being assessed, either this school year or during the prior school year.	The student should be considered for the Spanish version of the assessment if one is available.
The student is Fluent English Proficient (FEP) or did <b>not</b> receive instruction in Spanish in the content area being assessed, either this school year or during the prior school year.	Follow the guidelines in the table below for English language learners in Grades 5-10.

## English Language Learners in Grades 5-10

Proficiency Level	Decision
Level 1 or 2 <b>or</b> Non-English Proficient (NEP)	The student may be exempt from the state assessment. (See documentation procedure for exemption on page 39.)
Level 3 <b>or</b> Limited English Proficient (LEP)	The student should be included in the state assessment.
Level 4 or 5 <b>or</b> Fluent English Proficient (FEP)	The student <b>must</b> be included in the state assessment.

Questions regarding participation of limited English proficient students may be directed to:

Flo Lenhart  
 303/866-6758  
 lenhart\_f@cde.state.co.us

# **CSAP Administration of Students With Special Circumstances**

## **Alternative High Schools**

The following conditions will apply to alternative high schools and CSAP:

- Attendance means that a student was continuously enrolled even though there may have been extended periods of time in which the student was absent from school.

Based on the above definition, students who attend an alternative high school that grants diplomas will be counted with that school for reporting purposes. Students who attend an alternative high school, which does not grant diplomas, will be counted with the school that would grant their diploma for reporting purposes.

## **Center-Based Schools/Programs**

Center-based programs are identified as those that serve two categories of students – students with disabilities and students who are English Language Learners. For CSAP these students are to be accounted for in the same way in which all other students taking the CSAP are accounted. The Student Data Grid on the test booklet should be completed and returned for these students.

- For students with disabilities, a center-based special education program is a district or administrative unit program designated to meet the unique needs of students from throughout the district for whom the neighborhood school is not able to provide the services described on the IEP. Often, these programs are self-contained classes. Also, in some situations the school is a base for a teacher who is supporting several students with significant needs who may spend most of their day in general classrooms. In some instances, students may be tuitioned into the program from another district.
- For students who are English Language Learners, a center-based program may be a magnet school or a newcomer center. Both the magnet schools and newcomer centers are programs that serve students who are English Language Learners at the emergent level of English Language Acquisition. Students in these centers should not be expected to attend for longer than three years. When placing a student in such center schools, districts should be certain that they have provided the student with appropriate due process. (Reference OCR guidelines regarding segregation of students based on language proficiency.)

Districts have the option to report the results of center-based students with the students' neighborhood schools rather than the students' schools of enrollment. As a result, some center-based schools will have no CSAP test results.

## **Dropout Students**

For the purposes of CSAP administration, a dropout student is a student who is at least sixteen years of age and for whom there is clear evidence of permanent departure from the school system. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all blank test booklets must be returned.

A student who is at least sixteen years old and is enrolled in school should not be considered a dropout student.



## **Expelled Students**

It is the district's responsibility to ensure that every effort is made to test expelled students receiving educational services. If the student is not tested, the Student Data Grid on the test book should be completed and returned for that student. CSAP results for these students will be included in the district's report; expelled students' scores will not be included in school reports.

However, if the expelled student has refused educational services from the district and there is documentation to prove refusal, the student need not be tested and the student's result will not be included in the district's report. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all blank test booklets must be returned.

## **Foreign Exchange Students**

These students are exempt from the test. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all blank test booklets must be returned.

## **GED Students**

These students are exempt from the test. There is no need to return a blank test booklet with a completed Student Data Grid for these students. However, all blank test booklets must be returned.

## **Home-Schooled Students**

A home-schooled student may take any grade-appropriate CSAP at no cost to the district or home-schooled student. The standard definition for classifying the grade level of a student will be used to determine the appropriate CSAP assessments.

Home-schooled students will be assessed in a location (excluding private residences) mutually agreed upon by the parent/guardian and the student's district of enrollment. Each test administration must be held under standardized conditions. Personnel responsible for handling assessment materials and administering the CSAP assessments to home-schooled students will participate in mandatory assessment training conducted by CDE.

CSAP results will be returned to the student's district of enrollment. It is then the district's responsibility to distribute the results to the student's parent/guardian. Scores are not included in school or district summaries.

Because the Colorado Department of Education can be required to disclose information, it is possible that the results for home-schooled students will be requested. However, these results will not be available at a level below a state aggregate.

**NOTE:** Senate Bill 01-098 revised state statute regarding testing home-schooled students. Colorado Revised Statutes, 22-7-409 (1.5) (III) states the following:

“Nothing in this section shall be construed as requiring a child enrolled in a nonpublic school or participating in a nonpublic home-based educational program pursuant to section 22-33-104.5 to take an assessment or exam administered pursuant to this section, even though the child may also be attending a public

school for a portion of the school day and therefore included in the pupil enrollment of the district.”

Therefore, home-schooled students enrolled in courses at a public school for which there are CSAP exams **are not required to take the CSAP exams** and, for those home-schooled students choosing to take the exams, their results will not be used to compute school, district and state CSAP results

### **Incarcerated Students**

The term Incarcerated Students refers to students who are serving a sentence either in the Department of Corrections (the adult prison system) or have been committed to the Division of Youth Corrections (the juvenile correctional system) and are placed in a state operated program.

Students who should be tested in their home district:

- Students who are enrolled in a public school and are incarcerated in either in the adult or juvenile system at some point during the school year but return to school prior to or during the assessment window.
- Students who were incarcerated prior to the beginning of the school year but enter school a minimum of thirty days prior to the beginning of the CSAP window.

Students who were incarcerated prior to the beginning of the school year but enter school twenty-nine or fewer days prior to the CSAP window should not be tested by the school district.

Students who are incarcerated in the Department of Corrections are exempt from the CSAP test.

The CSAP will be administered to students who are incarcerated in the Division of Youth Corrections (DYC) and placed in a DYC state operated program during the assessment window. DYC will be included with other “Students Placed Out-of-District” for purposes of CSAP administration.

### **Migrant Students**

“Migrant” refers to a person who, within the past 36 months, has moved across school district boundaries with the intent to obtain seasonal or temporary employment in agriculture, fishing, dairy, or food processing. “Immigrant” refers to a person who has entered the United States from another country. Not all migrant workers are immigrants.

Students who are residents of a Colorado school district may not be denied admission to the public schools based on their lawful or unlawful immigration status. Determining the legality of a student’s immigration status is not a duty of the local school district. Undocumented children have the same right to attend public schools as do U.S. citizens and permanent residents. In fact, the student’s parents and the district officials have an obligation to see that the students attend school as mandated by the Colorado School Attendance Law.

### **Non-Attendance Students**

This refers to students that are enrolled in a school, regardless of whether or not they actually attend. If students are enrolled in a school, regardless of whether or not they actually attend school, the school is responsible for testing and accounting for the students. A test booklet with a completed “Student Data Grid” should be returned.

## **Open Enrollment Students**

Open enrollment students refer to students who have enrolled in a school other than their neighborhood school through an open enrollment policy. Open enrollment students must be tested and coded to their school of enrollment.

## **Out-of-District Students (Schools of Choice)**

“Out-of-District students” refers to students who have enrolled in a school located in a district other than their district of residence. If the district of enrollment is receiving monies to educate the out-of-district students, either from the state or district of residence, the out-of-district students must be tested and coded to the school and district of enrollment. If the district of enrollment is **not** receiving monies to educate the out-of-district students, either from the state or district of residence, the students must be coded to the students’ school and district of residence. *(For information on students placed out-of-district by public agencies, please see “Students Placed Out-of-District by a Public Agency” below.)*

## **Private Schools**

A private school may elect to administer as many CSAPs as they desire. Private school personnel responsible for handling of assessment material will participate in a mandatory assessment training and must administer CSAP according to standard procedure.

The CSAPs must be administered during the assessment window specified by the Colorado Department of Education. All test administrations must be held under standardized conditions. A private school may not administer the CSAP until a representative has participated in the mandatory assessment training conducted by CDE.

For the 2001-2002 school year, there is no cost for private schools. To order copies of the CSAPs, call Vanessa Plummer, CTB Western Regional Office at 888/282-5690.

In order for a private school to receive an accountability report, CSAPs must be administered to all students in all grades served by the school. Since the state will be collecting data concerning these students, it is the state’s responsibility to report the results publicly. For private schools, this means that when a school has at least 16 students in a category, the results would be available. There will also be an aggregate report for private schools.

## **Students Placed Out-of-District by a Public Agency**

“Students Placed Out-of-District” refers to students who are placed by a public agency in Residential Child Care Facilities, Residential Treatment Centers, Day Treatment Programs or Hospitals with on-grounds schools approved by the Colorado State Board of Education. These types of facilities are also known as “Eligible Facilities” or “Alternative Facilities”.

Students who are placed in these types of programs will participate in the CSAP. CDE acts as the school district for purposes of distribution of materials. There will be a state aggregate report for students in out-of-district placement - scores are not included in either the local school district or the student’s home district reports.

A test booklet must be returned for every student in out-of-district placement with the appropriate information completed whether or not the student completes all of the testing sessions. After scoring, individual student information will be sent to the facility in which the

student took the test. If the student is no longer in placement at the facility, it is the facility's responsibility to forward the information to the student's district of residence.

*(For information on students attending an out-of-district school by choice, please see "Out-of-District Students [Schools of Choice]" above.)*

## **Retained Students**

- Grades 3 through 8

Students will be tested at the grade level in which they are enrolled. For example, a student retained in the 5<sup>th</sup> grade will take the 5<sup>th</sup> grade CSAP assessments the following year.

- Grades 9 and 10

Students may **not** be retained after 8<sup>th</sup> grade for purposes of CSAP testing. For example, a student who has not earned enough credits after his/her 9<sup>th</sup> grade year may not take the 9<sup>th</sup> grade CSAP assessments the following year. The student does not fully meet the definition of a 9<sup>th</sup> grade student because he /she has already participated in the 9<sup>th</sup> grade CSAP. (See p. 19) The student must take the 10<sup>th</sup> grade CSAP assessment the following year and the 11<sup>th</sup> grade ACT assessment the year after that.

## **Suspended Students**

Since students who have been suspended are enrolled in the public schools, it is the district's and the school's responsibility to ensure that instruction and assessment is offered to these students. If the student is not tested, the Student Data Grid on the test book should be completed and returned for that student. The results for suspended students will be included in the district's report as well as the school's report.

## **Title One Students**

This program provides formula grants through state education agencies (SEAs) to local education agencies (LEAs) to improve teaching and learning in order to enable low-achieving children to meet challenging state content and student performance standards.

Title I is designed to target students who are not only living in low-income communities, but also those students who are at a disadvantage in becoming successful learners. At its inception, Title I was designed to aid those school-aged children who were in areas of high poverty compared to their school district. However, the new Title I also includes children who are not classified as poor, by allocating funds to schools (school-wide programs) that project a rate of 50 percent poverty. These programs are not required to identify particular eligible children. Instead, they must meet the needs of the whole school and bolster those students who do not meet the state's standards

Title I should be coded for both students receiving targeted assistance and those participating in school-wide programs.

# CSAP Reports

CSAP results for individual students, schools, districts and the state are distributed to a variety of audiences through different media. Reports of these results fall into three general categories:

- 1) state, district, school and student CSAP reports; 2) district electronic CSAP data disks; and 3) public CSAP reports.

## State, District, School and Student CSAP Reports

Reports intended for the student, school, and district are packaged and shipped to the District Assessment Coordinator for distribution within the district. School and student reports contain individual data. The state, district, and school reports contain summary data. The following reports contain information regarding student performance at state, district, school and individual student levels.

- *State Performance Level Summary Report* – A report listing the total number and percentage of students in the state scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity, and disabling condition.
- *District Performance Level Summary Report* – A report listing the total number and percentage of students in the district scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity, and disabling condition.
- *School Performance Level Summary Report* – A report listing the total number and percentage of students in the school scoring in each performance level as a whole and disaggregated by a number of demographic variables such as gender, ethnicity, and disabling condition.
- *School Content Standards Roster* – A report listing the overall performance level of each student, as well the performance of each student on each standard and subcontent area assessed.
- *Student Performance Report* – A report documenting the overall performance level of the individual student, as well the performance of the student on each standard and subcontent area assessed. Performance descriptors and an explanation section are also included to enhance the clarity of the report.

## District Electronic CSAP Data Disks

The testing contractor, CTB/McGraw-Hill, produces an electronic data disk which contains all student-level data obtained from the CSAP assessments including demographic information, performance level information and individual item responses. These disks are shipped to the District Assessment Coordinator in each district.

## Public CSAP Reports

The Colorado Department of Education is required by law to report the results of CSAP assessments to the general public as well as the State Legislature. The following reports are produced for either the general public or the State Legislature.

- *CDE Press Release* – A report describing the performance of students at the state, district and school levels on all CSAP assessments.
- *CDE Website* – An internet listing of CSAP results at the state, district and school levels for all years the CSAP has been administered.
- *School Accountability Reports* – A document listing school level CSAP results along with other school information including financial, staff, safety, and overall school rating information.
- *Annual Reports to the State Legislature* – A report listing CSAP assessment results at the state and district levels for all tests. Results are reported in aggregate as well as disaggregated by gender, ethnicity, and socio-economic status.
- *Technical Reports* – A report documenting the technical aspects of each CSAP assessment along with information regarding test development and scoring.

## CSAP Scale-Score Reporting:

- All reading tests (grades 3-10) will be reported based on one continuous scale beginning in 2001.
- All writing tests (grades 3-10) will be reported based on one continuous scale beginning in 2002.
- All math tests (grades 5-10) will be reported based on one continuous scale beginning in 2002.

Teachers across Colorado want to monitor how well kids perform from grade level to grade level. In the past, performance levels were set independently at every grade. Therefore, it was not possible to know whether a child performed better from year to year or whether the expectations were different. In Spring 2001, CDE created one continuous reading scale across grades 3-10 and aligned performance expectations to make them more consistent across grade levels.

The benefit of this is that it allows educators to make comparisons that they could not make before. It is now possible to track a child's progress in reading through grade levels by performance level category. It is also possible to track a child's progress in reading using scale scores.



## Resources

Resource	Download Electronic Document	Hard Copy Available	For More Information Contact
<b>CASE Administration Video sponsored by ACEE</b>		<input checked="" type="checkbox"/>	Leisa Sacry, CASE 303.762.8762 x101
<b>CTB CSAP Training Video</b>		<input checked="" type="checkbox"/>	Kristal Gill, CTB 800.538.9547 x7048
<b>CSAP Updates</b>	<a href="#">Download</a>		
<b>Colorado Student Assessment Program: Released Passages, Items, Prompts</b>	<a href="#">Download (PDF version 4.05)</a>	<input checked="" type="checkbox"/>	303.866.6664 or <a href="mailto:delgado_m@cde.state.co.us">delgado_m@cde.state.co.us</a>
<b>Colorado Model Content Standards</b>	<a href="#">Download (PDF version 4.05)</a>	<input checked="" type="checkbox"/>	303.866.6664 or <a href="mailto:delgado_m@cde.state.co.us">delgado_m@cde.state.co.us</a>
<b>Item Maps</b>	<a href="#">Download</a>		
<b>Guide to Test Interpretation</b>		<input checked="" type="checkbox"/>	303.866.6664 or <a href="mailto:delgado_m@cde.state.co.us">delgado_m@cde.state.co.us</a>
<b>2000 CSAP Technical Report</b>	<a href="#">Download (PDF version 4.05)</a>		303.866.6664 or <a href="mailto:delgado_m@cde.state.co.us">delgado_m@cde.state.co.us</a>
<b>Demonstration Binders</b>			CTB - 800.538.9547 x7048
<b>Administration Manuals</b>	<a href="#">Download (PDF version 4.05)</a>		303.866.6664 or <a href="mailto:delgado_m@cde.state.co.us">delgado_m@cde.state.co.us</a>
<b>A Guide for Parents (English or Spanish)</b>	<a href="#">Download (PDF version 4.05)</a>	<input checked="" type="checkbox"/>	



## Appendix

### Preparing the Classroom for the CSAP

**What can be left up on the walls?  
What must be covered?**

#### Guiding Principles

1. If it guides the student to an answer, cover it.
2. If the poster tells the student how to use the information provided, cover it.
3. The state does not intend for the testing classroom to be sterile. Hence, we do not need to take down/cover everything.
4. It is okay for a poster to cue the student to a process, as long as it does not guide them through the process (guiding them to the answer).
5. Anything remaining on the walls needs to have been up for instruction prior to testing.

Does Not Need to be Covered	Must Be Covered
Posters with letters and sound may remain on the walls and uncovered.	Posters that remind students of specific reading comprehension strategies need to be covered.
Displaying only the colors in order is okay, because it does not guide the writer to the meaning and use of the colors.	All posters produced by Read-Write/Step-Up to Writing need to come down or be covered, because they have a heading indicating how the information can be used, and they provide examples.
Likewise, a poster with symbols may remain uncovered, if the symbols are not labeled. For instance, a poster with the heading "Narrative" and a triangle, box, and circle with a twist may remain uncovered as long as the triangle is not labeled "characters, where/when problem." Also, the box must not be labeled, "What happens on the way to the solution," nor the circle labeled, "Solution with a twist."	Posters of a stoplight or Green/Yellow/Red/ Yellow/Red/Yellow/Red/Green must be covered if the poster tells what each color means. For instance, a poster of a stoplight that has "Go Sentence" written in the green light, "Slow Down! Reason, Detail, Fact, Transition" written in the yellow, "Stop and Explain" typed in the red circle, and "Go Back and Remind the Reader" in the last green light," must be covered.
	Cover posters with punctuation marks accompanied by the name and correct usage.

Does Not Need to be Covered	Must Be Covered
When the test is not a writing test, all writing posters may remain on the walls.	Cover posters that define different kinds of writing (narrative, expository, descriptive, etc.).
Posters that refer to a process for approaching a test question may remain uncovered, since it does not guide a student to a specific answer.	“Power Flowers” or posters with words and synonyms must be covered.
Posters referring to a process for approaching a problem may remain on the walls.	A step-by-step poster of how to do long division, for example, must be covered.
Math word walls may remain uncovered as long as the words are not accompanied by their definitions.	Multiplication charts must be covered.
Number lines may remain on the walls. Hundreds charts may remain on the walls.	Six+-trait posters need to be taken down or covered up.
	Word walls need to be covered. Remember: if a student asks for spelling on the reading CSAP, a teacher may provide the spelling.
<p>Lists of words, such as the O/P starters, number words for power statements, conclusion starters may remain on the walls as long as they do not specify how they are used.</p> <p>However, by simply removing the heading “Transitions” this poster is acceptable. The poster may stay on the walls, because it does not tell the student how to use these words. These posters may be color-coded as long as they do not have a heading guiding the student to their appropriate use.</p> <p>- <b>Helpful Number Words: Two, Three, Many, A few, A couple, Several, Numerous</b></p>	<p>The following would need to be covered:</p> <p>- <b>Transitions: First, Second, Third, One, Another, Last, One reason, Also</b></p>

# Tools to Improve the Performance of Students

## PREPARING FOR THE CSAP

*Students can be taught skills and strategies that directly address the standards and better prepare them for taking the CSAP. The more both general and special education teachers know about the state assessments, the easier it becomes for them to incorporate instruction that aligns with both the content and the format of the tests. Consider using the following information to help prepare your students to access and respond to items on the test.*

### RECOMMENDED MATERIALS

#### CSAP Student Performance Report

- Describes the student's achievement in terms of performance levels and content area standards
- Provides a general summary of the skills and knowledge the student has demonstrated

**Available at the Building Level**

#### CSAP Content Standards Roster

- Presents information on the total test and content standards for each student
- Provides a picture of how individual students or the whole group is performing on specific standards at a glance

**Available at the Building Level**

#### Assessment Frameworks

- Provide a list of the knowledge and skills that will be assessed by the different grade level CSAPs
- Although all Colorado Model Content Standards are taught, the frameworks specify the Standards and benchmarks that can be assessed through a large-scale assessment such as CSAP.

**Available on the CDE website:**

[www.cde.state.co.us/cdeassess/asframeworksindex.htm](http://www.cde.state.co.us/cdeassess/asframeworksindex.htm)

#### Performance Level Descriptors

- Describe the skills students are required to demonstrate on CSAP items to reach minimum scores established for each proficiency level

**Available on the CDE website:**

[www.cde.state.co.us/cdeassess/asprof\\_toc.htm](http://www.cde.state.co.us/cdeassess/asprof_toc.htm)

#### Item Maps

- Provide a framework of the specific skills assessed in each item
- Show range of order of difficulty and scale location for each performance level
- Identify the standard each item addresses
- Identify items that have been released

**Available on the CDE website:**

[www.cde.state.co.us/cdeassess/asitemmap\\_index.htm](http://www.cde.state.co.us/cdeassess/asitemmap_index.htm)

#### Released Items

- Provide actual released item passages used in the different grade level and content area CSAPs
- Demonstrate multiple choice and constructed response format used
- Provide scoring rubrics used to determine student performance
- Show scoring of actual student responses using scoring rubric

**Available from the**

Assessment Unit  
Colorado Department of Education  
201 E. Colfax Ave.  
Denver, CO 80203  
(303) 866-6664

### SUGGESTED ACTIVITIES

- ☐ Review results of previous years CSAP Content Standard Roster with current class membership to determine areas of concern
- ☐ Using findings, compare assessment frameworks and item maps with the content curriculum to determine if there are any gaps or differences in what students are expected to know and what they are being taught
- ☐ Develop classroom assessments using the same or similar type of thinking format as the released items
- ☐ Explain and practice answering multiple choice and short constructed responses
- ☐ Provide students with example responses, discuss how each is scored and why
- ☐ Review the importance of completing all sections of the assessment with students
- ☐ Incorporate the use of graphic organizers into daily lessons. Instruct students on the use and discuss the benefits of using the organizer to construct written responses
- ☐ Provide students with practice in oral and written comprehension questions at all levels (literal, interpretive, applied)
- ☐ Teach students to select the most relevant information from questions and reading passages
- ☐ Practice reading directions and glossary terms to students and encourage them to request a repeat of the information if needed
- ☐ Review math and scientific numerals, symbols and terms
- ☐ Instruct students on how to estimate best responses and provide them with opportunities to practice on classroom assessments
- ☐ Provide direct instruction around the require specific accommodations required by individual students

## PREPARING FOR THE...

### READING CSAP

- ☐ Teach and have students practice finding and underlining relevant information within questions and reading passages in pencil and erasing after completing response when needed.
- ☐ Review strategies to help students gain more information from what they read, such as identifying context to determine the key words in reading passages.
- ☐ Teach students how to count paragraphs.
- ☐ Encourage students to read into a tape recorder and play back.
- ☐ Practice ordering events in a story with students.
- ☐ Review alike/different and compare/contrast and have students apply to characters in fiction pieces.
- ☐ Teach students to identify and use factual information in reading materials to support ideas.
- ☐ Review various types of reference materials and have students practice selecting most appropriate materials for specific purposes.
- ☐ Review and practice using table of contents, index and glossary in reference books.

### WRITING CSAP

- ☐ Have students practice identifying examples from reading passages that illustrate how an author relates information.
- ☐ Review and practice the difference between "explain" and "summarize".
- ☐ Teach students to use graphic organizer programs, such as Inspiration®, when responding to writing prompts. Once the student has used the program over time, practice using the structure without the program.
- ☐ Practice new vocabulary words with students on a regular basis and encourage him/her to use in speech and writing.
- ☐ Encourage students to elaborate one-word responses such as yes/no, true/false and/or fact/fiction/opinion with rationale for answers.
- ☐ Provide samples of different writing formats, such as directions, a persuasive speech, and a figurative story. Have students identify similar and different elements in each and then practice writing a format in their own words.
- ☐ Encourage students to practice using figurative language during classroom discussion, conversation and writing.

### MATHEMATICS CSAP

- ☐ Instruct elementary and middle school students who use a calculator in daily instruction on alternative computational techniques, such as using manipulatives
- ☐ Review numerals with students and make sure that they understand or can demonstrate the value of each
- ☐ Provides students with an array of problems. Ask which operation he/she would use to solve the problem and to explain why
- ☐ Review and practice techniques for estimating.
- ☐ Practice orally presenting word problems to students asking him/her to relate back relevant information to solve the problem
- ☐ Request students to solve a problem then write out or verbalize steps he/she performed to solve the problem
- ☐ Provide students with tools, such as cubes, cut out tanagrams, etc. Provide problems for students to respond to using the tools.

### SCIENCE CSAP

- ☐ Explain probable and reasonable cause and effect to students and provide hands on experiments for students to test assumptions.
- ☐ Request students to explain in writing or verbally why he/she has selected a response to a question.
- ☐ Provide students with a set of data. Practice having students make conclusions based upon the information provided.
- ☐ Read short passages explaining scientific investigation to students and practice having him/her identify relevant data
- ☐ Provide students with written or oral explanations of scientific occurrences. Ask students to explain the reason why the specific outcome occurred.
- ☐ Practice reading and explaining meaning of information on graphs, charts and data tables

## **Information on the Use of Calculators on the 9th and 10th Grade Mathematics CSAP**

### **Introduction**

Following the collection of extensive input from several communities concerned with mathematics education at the high school level, calculators will be allowed on at least part of the CSAP Grades 9 and 10 Mathematics assessments. The purpose of this paper is to define as precisely as possible what form this calculator use is expected to take and provide enough information to districts and schools so they can make informed decisions relative to this issue.

### **Background**

The decision on permitting calculator use with the mathematics CSAP has been considered on a level-by-level basis. That is, the issue of permitting their use at the 5<sup>th</sup> through 10<sup>th</sup> grades were all considered and decided independently. The decision to allow calculators at the 9<sup>th</sup> and 10<sup>th</sup> grade levels, therefore, does not represent a shift in philosophy, but rather a decision that such use is in concert with and will be helpful in measuring student progress towards attainment of the Colorado Math Standards at this level.

The following rationale is given for including the use of calculators on the test.

- The use of technology when appropriate is part of the Colorado Standards.
- Calculators are allowed on the ACT.
- The majority of states allow calculators at the high school level on state assessments.
- Students need to be able to use the technological tools of the trade.
- The use of calculators enables students to solve a wider range of real world problems.

The Colorado Model Content Standards for Mathematics were adopted on June 8, 1995. These standards make ten explicit references to the use of technology and/or calculators. Six of these references are at the 9-12 grade level. One calls for the use of “graphing calculators and/or computers” (Standard 2, third bullet), one calls for the use of appropriate technology listing “graphing calculators and computer software” as examples (Standard 3, first bullet) and another asks students to select appropriate methods for computing from among “mental arithmetic, estimation, paper and pencil, calculator, and computer methods” (standard 6, second bullet). The 9<sup>th</sup> and 10<sup>th</sup> Grade Mathematics CSAPs are based on the 9-12 standards which certainly implies assessing to see if students can appropriately use technology is well within that base.

Having established that calculator use would not only be allowed, but encouraged on the 9<sup>th</sup> and 10<sup>th</sup> grade Mathematics CSAPs, the following basic operating premises were crafted.

**Assumptions for Calculator Use:**

1. Calculator use is allowed only on the third sessions of the 9<sup>th</sup> and 10<sup>th</sup> grade Mathematics CSAPs.
2. The third session of the 9<sup>th</sup> and 10<sup>th</sup> grade Mathematics CSAPs will contain both calculator neutral and calculator active items.
3. The calculator active items on the third session will be written and screened with the capabilities of graphing/scientific calculators in mind. (See more on types of calculators below.)
4. The types of calculators permitted for use on the third session of the 10<sup>th</sup> grade Math CSAP will be identical to those permitted on the ACT Mathematics Test.

**Implementation Implications of Assumption Statements:**

The third session of the 9<sup>th</sup> grade Mathematics CSAP is expected to mirror the 10<sup>th</sup> grade test in structure. That is, it is expected to contain 15 selected response items and 5 constructed response items. Based on the second policy statement, some of these items will not be calculator neutral. Instead the items will range from some where calculator use will be extremely helpful to some where the calculator might only get in the way. It is expected that students who do not have a calculator available for the last session will be at a disadvantage finding solutions to the calculator active items on this part of the test.

There are at least three types of items on the third session of the 9<sup>th</sup> and 10<sup>th</sup> Grade Mathematics CSAPs that would make calculators extremely useful. First, there will most certainly be at least one item based on a set of real two-variable data that asks students to determine a relationship between the two variables, make a linear mathematical model of that relationship and answer a series of questions based on the model they have constructed. Second, some of the data used in this session will be authentic and not be altered to make the numbers “friendly” for computational purposes. Third, right triangle trigonometry, which will not be restricted to the “nice angles values”, is included in the 9-10 standards and will probably appear in an item or two.

Since this type of mathematical environment seems to require a calculator or computer to solve problems in a timely fashion, it would be reasonable to expect that students be schooled in the use of such technology and have it available when in a testing situation. Understanding that on the job a worker would have a computer to help with the data, the logistics of testing make this very difficult. A graphing calculator can be used to perform all of the required tasks and also be a reasonable technology for the testing situation.

To decide what calculators make sense for use in instruction during the school year and on CSAP, first consider the types of calculators that will be allowed on the CSAP. As indicated in Policy Statement 5, the calculators allowed on the third session of 9<sup>th</sup> and 10<sup>th</sup> Grade Mathematics CSAPs will be the same as those allowed on the ACT Mathematics Test. To find out more about the ACT calculator limitation consult [www.act.org](http://www.act.org). It is anticipated that each district/school, using the information in this paper and their local expertise about how best to perform the defined tasks with its students, will be able to make an informed decision about which calculators will most appropriately meet the needs of its students.



## Equity Issues

The use of calculators on this state mandated test raises several equity issues. However, an overriding equity issue deals with students who are able to make their way through our schools without either encountering the prevailing technology in mathematics or gaining at best a very limited exposure to this technology. These students will be at a significant disadvantage, not only on the CSAP, but also as they try to compete for positions in a highly technological marketplace.

It is a given that school districts work very hard to provide equal learning opportunities for all of their students. In order to promote the conversation about the implications of calculator use on the 9<sup>th</sup> and 10<sup>th</sup> Grade Mathematics CSAPs and offering equal opportunities for students, here are some thoughts gathered from a variety of folks on this issue.

Three specific equity issues raised relative to the use of calculators on this test include the following items.

- Do students have calculators available for this session of the test?
- Do students have access to graphing calculators or would a scientific calculator be sufficient?
- Have students been instructed during the regular school year using the calculator as a tool to solve problems?

All of the calculator active problems in the third session of the 9<sup>th</sup> and 10<sup>th</sup> grade Mathematics CSAPs will be able to be done with a \$10 scientific calculator that is easily available at any store.

What is an adequate number of calculators?

During the instructional year:

Every student should have access to a graphing calculator that can be used as a tool when appropriate in mathematics classes.

During the last session of the CSAP test:

Every student should have access to a calculator during the third session of the 9<sup>th</sup> and 10<sup>th</sup> grade CSAP math tests. This means, each student taking this session of the test should have a calculator for that entire time. Sharing calculators during the test period will not be allowed.

## Management Scenarios

During the instructional year, providing every student calculator access does not necessarily mean one calculator per student in the school. It is already common practice in many schools for a classroom set of calculators to serve all students attending class in that room during any given day. In this classroom setting, not all the students need the calculators at the same time.

Similarly, if the logistics were arranged such that not all 9<sup>th</sup> and 10<sup>th</sup> graders needed the calculators at the same time while taking the third session of the test, fewer calculators would be needed by a school. There is a constraint on the time arrangement of the test. It demands that students in a school who have taken this session of the test should have virtually no opportunity to talk with schoolmates who have not yet done this section. This need not imply that all students are doing session three of the math part at the same time. For example, if the last session in mathematics is paired with the last session in writing and reading in a three and a



quarter hour block, only one third of the students will be doing mathematics at any given time. As the specific directions for administering these tests are written, this scenario will be considered.

If you have questions relative to calculator use on the 9<sup>th</sup> and 10<sup>th</sup> Grade Mathematics CSAPs that have not been addressed here or you require further clarification, contact

Glenn Bruckhart, Mathematics Consultant  
Colorado Department of Education, Assessment Unit  
Phone: (303) 866-6610, Fax: (303) 866-6680  
bruckhart\_g@cde.state.co.us

## **Principal's Guide to Living with the Results of CSAP**

Since the beginning of the Colorado Student Assessment Program, principals have inquired about how it works and how to best understand, use, and discuss the results. The purpose of this document is to provide answers to questions about "living with the results of CSAP." This is intended to help principals enhance their own understanding and assist them in explaining the test and the results to others. As more grade levels are included in CSAP, and thereby more students, parents, and teachers are involved, questions like those below are likely to be asked more frequently.

**WHAT ARE SOME OF THE IMPORTANT FEATURES OF THE STATEWIDE ASSESSMENT?** CSAP is a "standards-referenced" assessment, which reports student results in relation to Colorado standards. The results are reported according to these four performance levels: Advanced, Proficient, Partially Proficient, or Unsatisfactory.

To assure a uniform measurement across the state, every student is counted in assessment tabulations. Colorado law requires expectations for higher levels of achievement and accountability for all students. Federal legislation requires accountability for 100% of students through the Improving America's Schools Act and the Individuals with Disabilities Act. (Note, however, that for a very small percentage of students, the CSAP test will be inappropriate. Guidelines for making such decisions are contained in the Assessment Administrator's Manual and School and District Coordinator's Manual.)

To help schools and districts draw conclusions from CSAP results, they are broken down (disaggregated) in several different ways:

- ethnicity of student
- type of accommodation (if applicable)
- gender of student
- language version (English or Spanish)
- separate disability of student
- length of time in school
- length of time in district
- district size
- students not tested

A portion of the assessment is made up of constructed response items. Not all of the test can be graded by machine. This requires a lengthier turn-around time than the scoring of multiple-choice assessments. Efforts are being made to keep this turn-around time as short as possible.

The Colorado Student Assessment Program is an assessment of students and schools, not an assessment of individual teachers. There are no state-required consequences associated with performance on the CSAP for either students or teachers.

The CSAP Guide to Test Interpretation, Demonstration Booklet and Administrator's Manual are good sources for more information. All of these should be available in each school. For more details, please visit the Colorado Department of Education website and consider downloading other CSAP publications. Our website address is: [http://www.cde.state.co.us/index\\_assess.htm](http://www.cde.state.co.us/index_assess.htm)

**HOW DO I HANDLE THE RESULTS OF CSAP?** Work with your district administration to arrange meetings with your school's public (e.g., parents and the community -- see attached sample parent letter/newsletter). Review information about the results supplied by your District Assessment Coordinator.

Become familiar with the CSAP results by verifying the accuracy of student data (such as gender, ethnicity, etc.) for your building. Monitor the trend lines of assessment results for groups of students in your building. Look at the released test sample items to understand the task requirements.

Talk about the results of the assessment. Explain what they mean for your school. Explain how you intend to improve the results.

Be positive about what you can do, and avoid excuses or blaming.

Keep in mind that different assessments tell us different things. State tests, the district's own assessments, and classroom tests all provide valuable pieces of information in a child's educational profile. Think of statewide assessment as a "big-picture" tool. CSAP takes a snapshot every year of our students' locations in relation to Colorado's standards. One of its most important functions is to help schools and districts align their teaching methods, curriculum, assessments, and standards to the state's model content standards.

For individual students, consider CSAP scores along with other information, building a comprehensive body of evidence of each student's academic achievement. Do not use CSAP scores in isolation.

How well students do is the result of many factors, including all previous instruction from other teachers and schools.

**WHAT KIND OF COMPARISONS SHOULD WE MAKE?** It's all about progress. Because the new statewide assessment provides an easily understood, uniform yardstick by which to measure all of our schools, there will inevitably be some comparisons. Yet, each district and school faces its own unique economic, cultural, demographic, and geographic challenges. In terms of statewide assessment, the only really valuable comparison is internal: tracking how well a school is overcoming its own educational challenges over time. You should expect steady progress over several years. There will be some "ups and downs" from year to year, especially if you only have one class at a grade level. It might be helpful in that case to establish a baseline based on the average for several years on a particular test.

## **HOW CAN MY SCHOOL BEGIN TO IMPROVE THE RESULTS FOR ALL STUDENTS?**

You need to embed the skills and knowledge measured by CSAP into daily instruction. This means aligning curriculum and instructional programs with district or Colorado Model Content Standards and continually monitoring this alignment. Include CSAP results as part of the information that you use to drive instruction. Examine methods of instruction, materials, time, and teachers' knowledge of teaching each content area. Set instructional goals for each grade level and as vertical teams (e.g., K-3 for 3rd grade reading, etc.). Consider the extent to which the school is focused on improving student learning in particular subject areas.

Use the released items and item maps provided by CDE.

Avoid excessive format practice. Once students are familiar with the format of the test, their scores will only increase if they learn more of what is being assessed.

The principal, as the instructional leader, is a vital link between available resources and teachers. Identify and empower positive leaders in the school who are knowledgeable about instruction and use of data. Allow teachers the time and opportunity to talk about the scores, released items, and the current curriculum.

Provide needed accommodations so that students have access to instruction and assessments.

## **SAMPLE LETTER TO PARENTS/NEWSLETTER ARTICLE IN PRINCIPAL'S VOICE**

You may have heard that we have added an important test, the Colorado Student Assessment Program or "CSAP," to our measurements of your child's progress in learning. Results from the CSAP that students took [last spring] were recently released, and our teachers have been busy analyzing the reports for the students in their classrooms.

Since we believe in the importance of working in partnership with parents, we are eager to discuss the results with you and explore possible next steps.

We'd like to invite you and your child to come learn what we have learned from our intensive study of these reports. Frankly, we're enthusiastic about this new state test because it helps us see more clearly the progress your child is making. At a meeting on \_\_\_\_\_, we'll share your child's individual report and talk about setting goals for improvement.

What's also significant about these tests is that they are based on Colorado's content standards. Perhaps you were one of the many parents in Colorado who helped decide what our students should know and be able to do. Creating a test that measures whether our students have learned what WE want them to know is a great step forward in testing. Our new tests reveal whether students have met - or exceeded - a high standard in reading and writing, mathematics or science.

Date, Time, and Location of the Meeting



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